

Schoolfriend Clubs @ St Marys

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Schoolfriend's is a Breakfast and After School Club providing for children attending St Mary's Catholic Primary School in Uxbridge, Middlesex. The provision was registered for children aged four to eight years in June 2004. The club also accepts children aged eight to 11 years. There are currently 24 children on roll. The breakfast club operates between 7.45am and 8.45am and the after school club is open from 3.30pm to 5.30pm from Monday to Thursday and 3.30pm to 5.15pm on Friday, during school term time only. The club has the use of the school's Early Years classroom, the hall, a quiet room and other rooms on the premises. There is also the use of a well-equipped and spacious outside play area. There are three staff and one manager qualified in play-work. All staff have undergone training in play-work including training for the Early Years Foundation Stage (EYFS). At the time of the inspection, the club only had two children of EYFS age on the register, both of whom were present during the inspection. The club is able to provide for children with special educational needs and/or disabilities. This provider is on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff are trained well by the school and the organisation to meet all the needs of the children in their care. Overall, staff are aware of the strengths and weaknesses of the provision. Procedures to check the safety and the effectiveness of the after school club and breakfast club are in place. Staff have devised a checklist which is used daily and kept together with the planning to ensure that everyone is reminded as to how important this is. Children enjoy a warm, stimulating environment where staff know them well, which enables good progress to be made in most areas of learning, given their age, ability and starting points. There is good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- formalise the involvement of staff and parents in evaluating the effectiveness of the provision for the youngest children
- provide more opportunities for children to grow in independence and to develop self-help skills.

The effectiveness of leadership and management of the early years provision

Welfare arrangements are good and all safeguarding requirements are met. Staff are suitably qualified and appropriately vetted and well trained. Rigorous risk assessments take place daily to ensure that the environment is safe for the children. Fire drills take place regularly and all fire doors are kept clear. Staff demonstrate a strong commitment to ensuring all children are kept safe throughout their time at the club. All staff are first-aid trained and there is a regular cycle for keeping this up-to-date. Self-evaluation is undertaken informally and staff have a good awareness of the strengths of the club and areas that need further improvement. However, there are no formal arrangements for staff and parents to contribute regularly to on-going evaluations of the club's effectiveness. Staff have good opportunities to undertake training. For example the manager is a member of the school staff during the day and regularly attends in-service training offered by the school. She cascades this to the adults in both clubs to improve their practice. The club's organisation also offers training to employees and staff take advantage of this, showing their keenness to make constant improvements and keep up to date. The clubs are monitored by the local authority's early years advisory teacher whose advice contributes well to the continuing drive for improvement and good use is made of suggestions to improve. The manager is in constant dialogue with the teachers in the Early Years Foundation Stage who offer help and advice when needed. Partnerships with parents are well established; they are kept well informed by newsletter, via the notice boards and by regular discussions with the staff. Parents are also given help to understand and access their financial entitlements. They are warmly greeted at the end of the sessions where they have the opportunity to discuss their children's learning with the staff. A good range of policies and procedures is readily available for parents to see and these are updated regularly. Staff are skilled at evaluating the children's work and moderate this well against the requirements of the Early Years Foundation Stage. Planning is flexible in line with the Early Years Foundation Stage areas of learning. The provision is enhanced by good links with the primary school. It is well resourced and the learning environment is well organised well with wet, messy areas, construction and quiet areas. The manager is reflective and staff are motivated to ensure the club maintains a high standard. There is a genuine commitment from those in charge to ensure that children are well looked after and helped to continue their development, both physical and academic. Effective teamwork has ensured that the recommendations from the last inspection have all been implemented, demonstrating the club's good capacity for continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children make good progress in all areas of learning at the club. Good use is made of the classrooms and the secure outside area to provide a range of stimulating activities that engage children's interest. Children have easy, safe

access to the outside area and move freely inside and out as they wish. There is a rich variety of apparatus to cater for the needs of all the children in both learning environments. Great care is taken to meet the children's welfare needs. Water is freely available and children enjoy the healthy snacks provided. Children understand why they need to wash their hands after toileting and before eating their snack. However, there was no opportunity for the children to serve one another with food or clear away after their snack. This limited their ability to share sensibly and to grow in independence. The children enjoy the school's large play area that is well resourced with a good variety of large equipment for climbing and balancing. All areas of learning are well promoted both inside and outside. Staff are very effective at ensuring that all children are integrated and that no child is upset or without something to do. They assess children's learning, and record this, for example with photographs which are placed into a folder. Books are readily available, well used and reflective of the multicultural intake. A real favourite is 'The Old Lady who swallowed a Fly'. Children's understanding of the book was enhanced by playing with a large puppet of the old lady and the items she swallowed. This prompted other children to make a puppet theatre and at the end of the session children were given the opportunity to perform to the others, developing their imagination and communication skills. Children move freely around the room, choosing what they want to do and with whom they want to play. Children enjoy listening to the older ones reading to them and discussing behaviour issues such as adding manners to the club rules. Children have good opportunities to develop early writing skills with a good selection of implements. The staff are constantly engaged in conversation with the children to ensure that communication skills and logical thinking are developed well. Small world toys, the home corner and the large selection of dressing-up clothes offer opportunities for role play and for children to explore emotions. A good balance of adult-led and child-initiated activities are offered throughout the session. Number and shape are developed during playtime when skilful questioning enables children to discuss the colour, shape and number of items around the room. At the end of the session the children readily take responsibility for putting apparatus away. They are very well behaved at all times and one child showed great reluctance to go home and leave the club, showing how secure and happy she was. The club staff dedicate their time to supporting the children in their play. This is a happy, safe, secure place to be, where children grow in confidence and self-esteem and develop well in order to be ready for the next stage of their education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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